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ABSTRACT

This compendium profiles 11 career planning programs that the U.S. Army Recruiting Command and National Consortium of State Career Guidance Supervisors have recognized as being exemplary coalition-based programs offering complete and effective career planning opportunities to the youths and/or adults they serve. Presented first are a discussion of the "Seven Cs" of successful career and life planning programs (clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency) and guidelines for using the compendium. The programs profiled include a mix of junior high school, senior high school, and districtwide programs in the following states: Arkansas; Florida; Iowa; Missouri; Nevada; New Hampshire; South Dakota; Tennessee; and Utah. Each program is profiled in an abstract that includes some or all of the following: program name; grade level(s); audience (rural, urban, and/or suburban students); program overview; program characteristics (discussions of how the program illustrates each of the seven Cs of career planning, as well as discussions of commercial and noncommercial and/or local materials utilized and program features); and name/address of contact person. Appended are listings of key contact persons, state career guidance supervisors, and U.S. Army Recruiting Command Education Service specialists. (MN)

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ED 416 371

PLANNING FOR Life

A Compendium of

1997 Nationally Recognized Career Planning Programs

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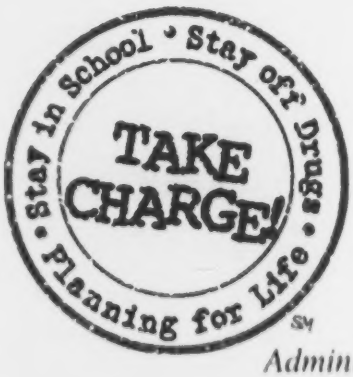

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PLANNING FOR LIFE

A COMPENDIUM OF 1997 NATIONALLY RECOGNIZED CAREER PLANNING PROGRAMS

Fourth Edition

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Preface

There is a growing appreciation of the need for schools and agencies to help youth and adults develop plans for their lives. This new appreciation includes the belief that career choice is a process, not an event, which begins early and involves a wide variety of home, school, and community experiences. Career planning is central to one's school course selection, achievement, post-secondary education and training choices, and employment decision making. This is why Career Planning is vital to School-to-Work and Tech Prep initiatives.

This Compendium provides readers with a variety of career planning program ideas. Information from the eleven applications chosen by the 1997 national review team has been abstracted and provided in an easy to use format. It is hoped that the readers will see one or more program features that might represent potential improvement for their programs and will be encouraged to contact the applicant directly.

- The 1995 & 1996 Compendiums can be accessed in ERIC, Career, Adult and Vocational Education, Center for Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210.

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CHAPTER I

INTRODUCTION

Career guidance practitioners across the country need tangible examples of effective career planning tools and methods in order to improve and expand their programs. The Planning for Life Recognition Program is dedicated to this objective. This book recognizes 11 programs from 17 states and provides proven methods, processes, and tools in rural, urban, and suburban areas, primarily for use in schools grades 6 through 14. Because Planning for Life is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration.

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors are committed to promoting the involvement of students, families, business, labor, and educators in partnerships that will enable youth today to "become all they can be" tomorrow. The Planning for Life Recognition Program is one way in which this commitment is demonstrated. Through this program, national recognition is given to selected coalition-based programs that have successfully implemented complete and effective career planning opportunities for the youth and/or adults served. State and national recognition of successful local commitment can in turn be an incentive for others to become actively involved in coalitions that will benefit youth in their communities.

This Planning for Life **Compendium of Nationally Recognized Career Planning Programs** has four purposes:

1. To stimulate program planners to consider varied techniques.

2. To suggest a scope and sequence for the delivery of career planning.

3. To allow the review of one's own career planning program based on nationally accepted criteria.

4. To build awareness of new commercial and noncommercial career planning products and their use.

The programs abstracted in this book followed application procedures that were used in all participating states.

- Schools/agencies register for the program and receive application materials, guidebooks, and other materials that describe a comprehensive career planning program, how to review one's own program, and how to prepare their school or district application.

- Applications are submitted to the state department of education, state guidance supervisor, where it is then reviewed by a committee of professional experts in the field.

- Applications are selected by each state and submitted to a national panel of professional experts who review and select annually one or two programs for national recognition.

- All state applicants receive certificates and State Honorees receive wall plaques during a special in-state event. National Honorees receive a trophy of recognition which is presented at a National Event.

- The program publicizes all applicant programs at the national and state level in a variety of ways.

- The program prepares and disseminates this book annually to all who are registered.

CHAPTER II
PLANNING FOR LIFE—PROGRAM CHARACTERISTICS

Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process encourages students to use the totality of guidance experiences to date to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to building their futures. The student formulates and brings into focus tentative career goals, selects academic and vocational courses, and identifies the levels of competency, certification and/or achievement that is necessary to reach the goals. This can be accomplished in a number of ways. For example:

- Portfolios can be used as personalized organizers while the individual is in school.
- Pre-apprenticeship learning may lead to a capstone world-of-work experience.
- Written career plans can offer direction and structure for future activities.
- Mentoring relationships provide possibilities for ongoing reality testing.

Early, complete and ongoing career planning keeps career doors open to numerous possibilities and opportunities. An individual's future is limited only by the imaginations of those involved in the planning. It is this formalized career planning process that this book addresses. It enables students to visualize opportunities and reach their full potential.

The Seven Cs of Career Planning

Seven essential elements of career planning were identified by the National Consortium of State Career Guidance Supervisors. The State Guidance Supervisors believe these elements encapsulate the common practices in the field. These Seven Cs are the standards by which career planning efforts are reviewed and rated in the National Planning for Life Recognition Program. They are:

1. **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business and community.
2. **Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.
3. **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.
4. **Collaboration:** The degree to which schools, family, business and community share program ownership.
5. **Coherence:** The degree to which the program provides documented plans for all students and furnishes specific assistance and progress assessment.
6. **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.
7. **Competency:** Evidence of student competency attainment.

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The National Consortium of State Career Guidance Supervisors, with input from national, state and local guidance practitioners, has formulated these criteria for review and rating of career planning efforts. These criteria represent the standards against which local career planning efforts are reviewed and evaluated when submitted for consideration in the state and national Planning for Life Recognition Program. These criteria are useful in the qualitative review of processes that are already in place, but also as qualitative criteria during the developmental stage.

For career planning efforts already in place, it is suggested that a review team consisting of counselors, teachers, administrators, parents and community members be organized. This team would be responsible for conducting a review of the existing effort and making a qualitative assessment of each component (the Seven Cs) of the career planning process. The criteria listed on the self-evaluation form for each component provides direction.

Initially, the school's career planning processes could be rated according to the presence or absence of each of the seven career planning components. After discussion and opportunity for changes to be made, it could be reviewed again with a focus on the quality of the program components. The review could be conducted independently by individual review team members or it could be conducted collaboratively. Either way, subsequent group discussion of the rating of each component is an important step in the self-evaluation process. In this way, all concerned gain objective insight about the strengths and weaknesses of the career planning process.

Existing Efforts

If a career planning process is just beginning, the criteria for each component can be used in each step of the design. As the process is developed, the suggested documentation materials can be integrated into the activities. Incorporating quality standards from the beginning will set the stage for an award-winning program. It is suggested that career planning collaborators keep the criteria checklist, found in the programs Career Planning Guidebook, nearby throughout the design phase to ensure that each component is evident in the overall program.

CHAPTER III

CAREER PLANNING PROGRAM COMPENDIUM

Twenty-seven program applications were submitted for national consideration in 1997 through 17 states. Of these 27, there were eleven programs that were singled out by the national review panel as being exemplary career planning programs, which were then abstracted by project staff. The reader is advised that these two page descriptions are but minor reflections of the total application packet submitted. Two of these programs were chosen to receive the National Planning for Life Award.

The abstracts are intended to provide enough information, in a useful format, to allow the reader to skim and identify needed information quickly.

How to Read Abstracts

- **Grade Level Identified**—Upper right hand corner
- **Overview**—Primary focus of program
- **Program Characteristics**—The seven criteria that the consortium has established provide the format for this section. The authors have presented, within each section, information about how the application focused on each criteria.
- **Commercial, Non-Commercial and Local Materials Utilized**—The authors selected from the program descriptions those commercial and noncommercial materials that appeared to be key to program delivery.
- **Program Features**—The authors selected a specific number of features that appeared to be unique and/or strong within the programs.

The National Honorees

Fairfield Junior High School -- Kaysville, Utah

The Fairfield Jr. High School's mission statement is to "...provide an arena of opportunity where -- guided by the school, community and parents -- students: Acquire Skills, Catch A Vision Of Their Potential and Kindle A Life Long Love of Learning. The school's Career Planning Program emphasizes workplace skills, the need for goals, planning for the future, and the desire to grow and develop through learning. The Fairfield Junior High School Comprehensive Guidance Program is designed to involve the entire community from the family to the state level.

Meade School District -- Sturgis, South Dakota

The Meade School District's purpose states: "Career Development is a process which is ongoing and lifelong. Career development must contain self-knowledge, educational and occupational exploration, and career planning." The curriculum that has been developed focuses on applied academics which utilize stringent standards, engaging activities, and innovative assessments. The program includes sequential activities organized and implemented by school counselors with the support of business, teachers, administrators, students, parents, and the entire community.

EUREKA COUNTY HIGH SCHOOL EUREKA, NEVADA	Grade Level		
	Seven through Twelve		
	Rural	Urban	Suburban
	x		

OVERVIEW

The integration of career development competencies into the Eureka High School's academic curriculum involves uniting community, business leaders, parents, the school board, faculty and students in a collaborative process. This process allows the high school to restructure its education curriculum to provide a meaningful and relevant education to 100% of the students. All those involved at Eureka County High School have established a revitalized philosophy on education through faculty development and a revised mission statement. The mission statement reads: "Our job is to teach, guide, and assist all individuals with skills and plans for success in learning, working and living."

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of the program is to provide students, parents, community members, local businesses and staff with necessary resources to develop and monitor a comprehensive career guidance program. The program is designed to: stimulate student career awareness, open avenues of discussion between parents and students regarding career selection, develop a curriculum relevant to career selections, and develop local business partnerships to add relevance to academia.

Commitment - The high school and elementary school guidance counselors, in conjunction with the principals from both the high school and elementary schools, organize all career activities. Through the curriculum, students expand their awareness and may possibly elect to change career majors at any time. This is encouraged if it makes good sense and meets with both the approval of the student and parent after counseling. The community has played a large role in the success of the program by providing instructors, work experience training sites and work site mentors. Industry partners have also been very generous in financially supporting the program from its inception.

Comprehensiveness - "Career and Occupational Guidance" competencies are delivered to all students in the classroom through many different activities. All students have an active role by participating in needs surveys, learning skills inventories and course selection surveys. Parents currently receive pertinent career information as it becomes available, and parents of juniors and seniors have been skilled in the use of the career information system (CIS) program. Parents also make appointments with the school counselor for evening sessions with their children to conduct career exploration and relevant college search projects.

Collaboration - Eureka County High School has formed eight business partnerships, which provide job shadowing, internship and work experience opportunities for the students. Mentors at job sites conference with the school site mentor to assess student progress toward agreed upon student goals. Parents are notified of any shortfalls in student performance and encouraged to make recommendations to both the school site mentor and the employer to insure that their children are receiving optimum benefit from the program.

Coherence - All students assist guidance counselors in developing their career portfolio in conjunction with their initial cluster/career major selection interviews. These portfolios are reviewed annually by guidance counselors and may be checked out by students at any time to share with their parents, conduct self directed career searches, update resumes and review interview skills.

Coordination - Program coordination for career planning rests with high school counselors who are assisted by elementary school counselors, secretaries and student teaching assistants. Communication between parties in several buildings was especially evident while developing career awareness programs in the 1997 school year.

Competency - Individual career planning goals are identified by the student and evaluated by school site mentors prior to identifying job site placements for students entering the work experience program. If student goals are not being satisfied, students and the school site mentors negotiate with work site mentors to obtain a resolution to the issue.

Commercial Materials Utilized:

~ Dream Catchers - JIST, Corp.
~ Enter Here - American Guidance Systems (AGS)
~ COPS - Edits, Corp.
~ COPP - Center on Education and Training for Employment
~ Nevada CIS - Nevada Career Information Systems
~ Thomas Register - Thomas Register publisher
~ Dunn & Bradstreet - D&B publisher
~ Developmental guidance activities - NOICC

Non-Commercial/Local Materials Utilized:

~ District Developed Work Experience Program Manual

Program Features - In the Spring semester of each school year, students are given the opportunity to participate in a survey which facilitated their input to curriculum planning for the next school year. This results in new courses being added to the curriculum and dramatically improved student academic performance due to new career relevant course offerings in which students *chose* to succeed.

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FAIRFIELD JUNIOR HIGH SCHOOL KAYSVILLE, UTAH	Grade Level		
	Seven through Nine		
	Rural	Urban	Suburban
1997 NATIONAL HONOREE			X

OVERVIEW

The Fairfield Jr. High School's mission statement is to "...provide an arena of opportunity where -- guided by the school, community and parents--students: Acquire Skills, Catch A Vision Of Their Potential and Kindle A Life Long Love Of Learning." The school's comprehensive career planning is designed to respond to the needs of all students and to support the achievement of specific competencies which will empower each individual to participate in his/her own development. The program functions effectively because of the collaborative and committed efforts of school staff, the community, the school district and the state.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The school's Career Planning Program emphasizes workplace skills, the need for goals, planning for the future, and the desire to grow and develop through learning. The students' preparation for the future is essential in order to function effectively and productively in this evolving and competitive society.

Commitment - The strong commitment in Fairfield Jr. High School's Program comes from a shared unity of purpose from those members of the community who invest time, resources and support for the execution of the Comprehensive Guidance and Career Planning Program. The support includes parents who volunteer time to "Career Week" activities, and teacher participation in "Self Discovery Week" activities. The teacher activities range from resume writing workshops to conducting discussions on work ethics and values. Finally, local business and industry representatives participate in a week-long career education week. Utah State Legislators have funded over 4.5 million dollars annually in on-going funds for its state Comprehensive Guidance Program.

Comprehensiveness - The career planning process is taught to all students through a career guidance curriculum which is divided by grade level and teaches the students the career planning process. Students participate in the Student Educational and Occupational Planning (SEOP) conference where they learn to monitor, manage and plan their educational and career development. The annual conferences focus on guidance activities, career assessments and career planning. All students receive a wide variety of career assessments administered developmentally at each grade level. Community members offer a mentorship program for students as they begin their career exploration.

Collaboration - A network of community representatives, business partners, connecting institutions, government agencies, family members, community agencies and school personnel have come together to work collaboratively for the common welfare of the students. This diverse consortium is focused on implementing and integrating career development competencies into the curriculum to help students develop effective and challenging career life plans.

Coherence - The outstanding strength of the Comprehensive School Counseling and Guidance Program is the coherent manner in which all students, supported by their parents and assisted by their counselor, meet yearly in the individual SEOP conference. These conferences allow the student to view the whole picture of their educational experience and logically connect their present accomplishments to that of their future aspirations. During the conference, the student begins to manage, monitor and define his or her career and life plans.

Coordination - The undisputed leaders in Fairfield Jr. High's Comprehensive School Counseling and Guidance Program are the counselors. It is essential that counselors take on the role of facilitators because the program functions as an umbrella affecting and influencing every aspect of the educational setting. The counselors' coordinating efforts include the organization of guidance curriculum and career planning activities, as well as the involvement of home, school and community in the implementation of the campaign which provides career exploration, career planning and skill building activities.

Competency - During the SEOP conference, the student, his/her parents, and the counselors measure the student's progress based upon his/her goals, the previous year's benchmark, the strict standards and competencies of the NOICC, and educational achievements. Evidence of the student's competency attainment thus becomes more than grades; it becomes a product of their efforts and skill building. Parents and students have the opportunity to respond to the method and content of the SEOP process and the student's progress in achieving his/her desired outcome.

Commercial Materials Utilized:
- ACT (Realizing the Dream)
- CareerWare-Choices Jr. and Choices '96
- State Occupational Information Coordinating Committee (SOICC) products
- Applied Technology Publications
- Tech Prep and School-to-Work Publications
- NOICC Career Development Guidelines
- Student Development Survey Challenge Test
- Stanford Achievement Test

Non-Commercial/Local Materials Utilized:
- International Counselors Network (Internet/WWW)
- KUED TV
- Personal Files
- Davis School District Comprehensive Guidance Curriculum

Program Features - The Fairfield Jr. High School Comprehensive Guidance Program is designed to involve the entire community from the family to the state level. The students are able to assess what their goals are for the future and what they will need to do to achieve them. Some of the programs implemented to assist the students with this realization include: CHOICES Jr., CHOICES'96, Planning My Future products and Career Education Week events.

For more information contact:

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JEFFERSON COUNTY HIGH SCHOOL DANDRIDGE, TENNESSEE	Grade Level		
	Nine through Twelve		
	Rural	Urban	Suburban
	x	x	

OVERVIEW

The core strength of the Jefferson County School System Career Choice Planning Program (CCPP) is the development of a four-year plan of high school coursework. This plan is individualized for all entering ninth graders and includes all special student populations. Career planning activities provide enhanced problem-solving techniques, decision-making expertise and workplace experience through varied business contacts as well as classroom and individual guidance programs.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of The Career Choice Planning Program, initiated at the ninth grade level, is to develop a four year plan consistent with skills necessary to function in a chosen career path. Students actually start exploring interests to prepare for the program during the junior high years. The program centers around a system-wide collaborative effort to help the student determine a career pathway while exercising decision making skills. This plan provides an opportunity for all students to exit high school capable of achieving success in post-secondary institutions, apprenticeship training, the world of work, including the military.

Commitment - The Jefferson County School System guidance program has received incredible support from the school superintendent's office and the school board. The vocational counseling office has received continuous support from the central office staff, school board, and high school and middle school administrators. Teachers, parents, the business community and the community college/technology center have been active participants in the overall program. Local business and industry support the career planning process through company tours, speaker placement, advisory board members and corporate donations.

Comprehensiveness - In the beginning, the process centers around interests, personality, aptitudes and high school course planning relating to career choice. All ninth grade students are provided assistance with an individual career plan. Career building activities are conducted in a sequential fashion, beginning as early as junior high. The activities address interests, decision-making, social-emotional growth and career awareness. The vocational counselors work with the academic counselors, parents, businesses, industries and teachers to support the career planning process. The scope of this process extends to every student from grades six through twelve and includes the special student populations.

Collaboration - The Jefferson County School System solicits the advice of parents through regular meetings of parent advisory groups. Teachers and business leaders are asked to assist in the career guidance process. Various methods are employed to inform groups of concerns and to encourage active participation as a vehicle in achieving the goals of the groups. Counselors at all grade levels, supervisors, former counselors, teachers, assistant principals, principals and special program coordinators have come together to support students in career plans.

Coherence - At the sixth grade level students begin to record their interests and abilities while gathering information on careers. At the seventh and eighth grade level, similar activities are conducted with comparisons made at each level, indicating change as student knowledge and awareness expands. After the eighth grade level, a four year plan is developed and filed with the freshman counselor, who continues to work with the student's plan throughout his/her high school years. A career portfolio started during the ninth grade becomes a part of the permanent student file along with each student's career plan.

Coordination - Career development is a planned program designed for grade levels six through twelve. Direction for the program is the responsibility of the vocational counselors working with the middle and elementary counselor coordinator and supervisors, as well as the high school counseling staff. Curriculum supervisors design the grade level curriculum, while counselor directed career development activities are built into the framework at each grade level.

Competency - Students must choose a pathway and follow the plan to help insure high school graduation. Each student is followed for a two year period with graduate follow-up surveys to help determine the pattern of pathway choice to post graduate success. Students in the technical areas are given competency tests related to the particular course content in which they are enrolled.

Commercial Materials Utilized:
- ACT Career Planning Program (ACT)
- ACT Work Keys (Exit Exam)
- ASVAB (Armed Services Vocational Aptitude Battery)
- Chronicle Careers Quest - Interest Inventory
- COPS (Career Occupational Preference System) Interest Inventory
- PLAN Student Assessment
- SAM (Skill Assessment Model) Performance based for special populations
- TCAP (Tennessee Comprehensive Assessment Program)
- TCAP Writing Assessment

Non-Commercial/Local Materials Utilized:
- Student four year plan folder
- Student planner
- Student portfolio
- Scholarship booklet

Program Features - Teachers, parents, and businesses have made contributions to the success of these programs. The collaborative effort of elementary, middle and high school counselors in conjunction with school administrators and teachers is the driving force behind the achievement of the students. Bridging division lines to create a seamless career development program provides impetus to the school's goal of a Career Choice Planning Program for all students.

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MEADE SCHOOL DISTRICT STURGIS, SOUTH DAKOTA	Grade Level		
	Six through Twelve		
	Rural	Urban	Suburban
1997 NATIONAL HONOREE	X		

OVERVIEW

The Career Planning Program in the Meade School District is a collaborative effort between the school district, business, community, parents, students, and post-secondary institutions. Career guidance and counseling form the cornerstone of the Career Planning Program. Guidance and counseling are developmental and comprehensive by design. The program includes sequential activities organized and implemented by school counselors with the support of business, teachers, administrators, students, parents, and the entire community.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The Career Planning Program includes conducting activities on a regular and planned basis to assist young people and adults achieve career development competencies. The Meade School District's purpose states: *Career Development is a process which is ongoing and lifelong. Career development has to be identifiable, integrated, and comprehensive. Career development must contain self-knowledge, educational and occupational exploration, and career planning.*

Commitment - The commitment from the business community, parents, and faculty is evident by the interest, support, and energy directed toward the Meade School District's career planning program. The district and community have made a commitment to the program by providing resources of personnel, time, equipment, and money. Meade School District has agreements with 55 area businesses to utilize their respective industries as work sites. Businesses have also provided funding for career planning workshops.

Comprehensiveness - The district's six-year comprehensive career planning model involves a developmental sequence of career awareness, career exploration, and career work experiences. This sequence evolves naturally in students during their progression from elementary school through post-secondary education. Career activities encourage students to: 1) obtain continuous exposure to career options, 2) understand the skill levels and education required for job clusters and for individual occupations, and 3) determine prospects in a variety of career paths. All students are exposed to career planning through documented counseling and teacher activities.

Collaboration - There are three advisory committees involved with the Career Planning Program: Guidance Counseling, Meade 2000, and Meade Workforce Development. Employers, teachers, administrators, and representatives of community organizations are also constantly involved. These groups help counselors develop educational career plans and curricula that are relevant to the economic and workforce demands young people will face in the pursuit of gainful employment.

Coherence - Beginning in the sixth grade, each student develops a career plan. During individual conferences, career plans are discussed and students choose career clusters. These career clusters can be changed at any time because of experiences, testing, or change of interest. These plans are

reviewed at least annually by the counseling staff. The counselors also meet twice monthly to implement activities for the Comprehensive Guidance and Counseling Program.

Coordination - The career planning curriculum is part of the district's comprehensive guidance plan. The curriculum is developmental and routinely revised by school and community leaders. Implementation differs at each level but is facilitated by the guidance counselors with assistance from classroom teachers.

Competency - At all levels, students develop their career portfolio as they participate in the career and educational planning process. Each year, students review their plans and counselors advise them during registration for classes. Exit surveys are disseminated to all seniors and statistics are compiled to determine how many students graduated in their chosen career cluster and what types of work experience the students have related to that cluster. An outside professional is also employed to evaluate all the components of the program and the school to work transition.

Commercial Materials Utilized:

~ DISCOVER Computer Programs
~ PLATO - Learning System Courseware
~ WORKLINK - Computerized Portfolio Program
~ World of Work Map, ACT
~ Occupational Outlook Handbook - GPO
~ Dream Catchers - Elementary Career Activities - Wintergreen Orchard House

Non-Commercial/Local Materials Utilized:

~ South Dakota Guidance and Counseling Career Planning Portfolio
~ South Dakota Guidance and Counseling Needs Assessments
~ South Dakota Comprehensive Guidance and Counseling Program Model
~ Labor Market Information Center - South Dakota Department of Labor
~ District Developed Exit Surveys
~ "Pathways to a Promising Future"
~ Diversified Occupations Class Curriculum
~ Teachers in Business Program Guidelines
~ Career Cluster Developmental Materials
~ Career Job Cluster Brochures

Program Features - Curriculum that has been developed focuses on applied academics which utilize stringent standards, engaging activities, and innovative assessments. There are almost 100 business and government entities represented on the full spectrum planning committee. The Business Advisory Committee is remarkably active, and this year was awarded state recognition for their exemplary service to education.

For more information contact:

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MILFORD SCHOOL DISTRICT MILFORD, NEW HAMPSHIRE	Grade Level		
	K through Twelve		
	Rural	Urban	Suburban
	x		

OVERVIEW

Milford School District Career Planning and Guidance Program are based on development standards which were created in conjunction with the educational mission of the entire school system. These standards present the various processes necessary for the design, completion, and evaluation of its career planning program. The elementary level focuses on self and career awareness, the middle school emphasizes career and occupational exploration, and the high school program continues career exploratory activities with an additional emphasis placed on career preparation.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The mission statement of the Milford School District Comprehensive Guidance and Counseling Program is to "provide a logical, sequential and responsive program for the personal, social, educational and career needs of all students." Career development standards drive the program. These standards encourage students to achieve the skills necessary to function as satisfied and productive members of society.

Commitment - Time, personnel and resources have been dedicated to the career development needs of the district students in a wide variety of ways. The superintendent and the Work-Based Learning Coordinator both sit on the Chamber of Commerce's Educational Committee. The superintendent has been instrumental in gathering community support for school-to-work activities in general, and career planning as a specific component of school-to-work.

Comprehensiveness - The strategy for Milford School District's career guidance program is to reach all students by accessing them through classroom instruction. Career Guidance activities contained in the district "plan book" highlight guidance curriculum activities from each grade level and give a good demonstration of the sequential nature of K-12 career development activities. All students, regardless of immediate educational and career plans, are given equal treatment in the career planning process.

Collaboration - The strength of the Milford Career Guidance Program is found in the collaborative nature of its planning, development and implementation of its program. Businesses, parents, and community partners participated in writing and reviewing the Career Development Standards. Milford currently has over 100 business partners working together to integrate schools and businesses to reform the curriculum toward a career development standard. Guidance counselors work with teachers to develop curriculum changes based on the need for students to attain certain standards. Over the years, the guidance program has increasingly focused on parents as key players in the student's educational and career planning needs.

Coherence - All students in grades 5-12 develop, maintain, and use an individualized career portfolio. The portfolio is a mechanism to document the many facets of the career planning program. In grades 5-8, the students complete assessment information, exploration activities, and special projects that

highlight their success in the school community. At the high school level, the portfolio is expanded to include career/educational planning. Each spring, students meet with their counselor to review their portfolio and identify new thinking around their four-year plan.

Coordination - It is the primary responsibility of the counselors to coordinate the Career Guidance Program. Their knowledge and understanding of the career development needs of students serve as the focal point for this coordination. As time progresses, the career development needs of students make their way into required course areas, affecting more teachers and community members than ever before. The guidance program organizes curriculum and career development activities throughout the district. The counselors understand the process and help develop a systematic approach to job exploration, and coordinate staff development activities.

Competency - The Career Guidance Program design assures that all students are given the opportunity to learn career development and planning skills. Students at the high school level are evaluated in part by their ability to define a personal career path based on their individual needs and goals. In addition, students will be evaluated by the business community as to whether or not they are completing school with marketable employment and employability skills.

Commercial Materials Utilized:
~ The Secretary's Commission on Achieving Necessary Skills (SCANS)
~ The National Career Development Standards (NCDA/NOICC)
~ Career Planning Inventory - Judith D. Randall and David Carroll
~ Discover - Career Planning Guidebook - American College Testing Program (ACT)
~ Work Keys (ACT)

Non-Commercial/Local Materials Utilized:
~ Operation Job Shadow
~ My Career Portfolio
~ First, Fifth and Ninth grade program schedules

Program Features - Support at the district level is an important factor in the willingness of faculty to work towards student attainment of Career Development Standards. Coordination and communication between stakeholders provides the solid foundation that has given the Milford School District Career Development Program its high level of integration and success.

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NORTH ST. FRANCOIS COUNTY HIGH SCHOOL BONNE TERRE, MISSOURI	Grade Level		
	K through Twelve		
	Rural	Urban	Suburban
	x		

OVERVIEW

The North St. Francois County Schools, the local U.S. Army Recruiting Battalion, Mineral Area College, local businesses, and citizens have come together to implement a Career Planning Program to enhance the guidance efforts already in place. These efforts are to: 1) keep students in school until graduation, 2) help students stay off drugs, and 3) assist students in having experiences and a knowledge base through good career planning to assure future success. Job shadowing, community projects, and leadership activities within the community and the community as a whole help students in a developmental, cohesive, and comprehensive program of career planning.

PROGRAM CHARACTERISTICS

Clarity of Purpose - When North St. Francois County High School students invest in the career planning process and utilize their career plans through the *Planning for Life: Career-Character-Community* program, the expected outcomes are that students stay off drugs, become community leaders, and invest in their future careers. The focal point and purpose of this program is to keep students in school through effective career planning. There are developmentally appropriate classroom and out-of-classroom activities, based on leadership qualities and good decision making exercises. The portfolio process at school and home relates to student needs and career decision making skills.

Commitment - There is an investment of resources to the program from the school, parent groups, business community and the U.S. Army Recruiting Battalion. The U.S. Army Recruiting Battalion is committed to assist in the organization and procurement of materials for various projects in which students, community members, businesses and U.S. Army Recruiting Battalion personnel work together. Field trips are increased, and Army and civilian personnel mentor the students. This effort significantly brings the program into a more cohesive and productive career guidance program.

Comprehensiveness - All students are treated equally according to their developmental expectation. The U.S. Army Recruiting Battalion is committed to training students and faculty in leadership seminars. Area businesses provide job shadowing, mentoring, field trips, etc. to better enhance opportunities for all students. Career orientation and planning profile portfolios are reviewed monthly and when classroom visits are made. Students can also check out their portfolios at any time.

Collaboration - Parents, students, teachers, businesses, and the U.S. Army Recruiting Battalion make up a community of individuals with the purpose of assisting students to become successful citizens in the community. Everyone works together to make the program successful. Schools cannot function in a vacuum, nor can any other part of the community. Therefore, these partnerships in the student's careers help the entire community prosper.

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Coherence - Documentation begins with the Career Orientation Planning Profile. Teachers and counselors add and amend the documents as activities are carried out during the program. Students also maintain files at home with their important career information. This allows students to have easy access to their files, and gives parents the opportunity to review materials with their children. Specific courses and the entire education have the purpose of maintaining and building each student's knowledge base so that they become productive citizens with skills that match their interests.

Coordination - The school's Planning For Life program is structured so that career planning is developmental and interdisciplinary. Staff meetings occur many times during the year to assure the coordinated career pathways model is implemented, and to alert everyone to developments and updates. Career pathways are evident throughout the curriculum. The course catalogs reflect career planning throughout the curriculum. The course catalog depicts a collaborative effort between all parties involved.

Competency - Students exhibit competency of attainment by developing a transcript with a variety of challenging courses, above average class attendance, and good character traits. Students will choose to take challenging courses in order to gain competencies in areas that will assist them in their pathway and allow flexibility. The opportunities that arise from this increased community effort will increase career skills, meet needs of students who didn't feel part of the community, and increase the number of students seeking further educational opportunities.

Commercial Materials Utilized:
- ~ Positive Attitudes Changing Tomorrow (P.A.C.T.)
- ~ Exploring Career Paths
- ~ ASVAB Testing (Department of Defense)
- ~ My Career Portfolio - Center on Education and Training for Employment
- ~ Exploring - Student Career-Interest Survey - McDonald's of St. Louis/Metro East

Non-Commercial/Local Materials Utilized:
- ~ Guiding Principles of Effective Character Education
- ~ Careers +
- ~ Career Paths: Designed for all students

Program Features - The program strives to heighten each student's sense of self esteem, self knowledge and leadership skills while becoming better citizen leaders. The program brings a sense of community to all participants involved while providing the students with solid working role models. Finally, students develop enhanced positive character traits that will assist them in their future career endeavors. As an end result, systematic comprehensive career planning will ensure the success of each student in the community.

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PROVO SENIOR HIGH SCHOOL PROVO, UTAH	Grade Level		
	Nine through Twelve		
	Rural	Urban	Suburban
		x	x

OVERVIEW

The Provo Senior High School career planning process begins with testing, orientation and exploration activities for individual career interest areas. Students, with input from parents, teachers and counselors, select a Next Step Planning Education Career Pathway. Students use the Next Step Planning materials to plan their pathway and course sequence while in high school.

PROGRAM CHARACTERISTICS

Clarity of Purpose - Provo High School has developed three programs to help students make better use of their high school education. First, Next Step Planning (NSP) helps students select an education-career pathway designed to help each student prepare for whatever comes next after high school. Second, the Provo High School Student Educational and Occupational Planning (SEOP) class provides information for and orientation to Next Step Planning for all students. Third, the telephone registration system, known as Registrar's Assistant, provides on-going guidance so that students make course selections consistent with their education-career pathway. All three programs were developed in full cooperation with school, family, business and community members.

Commitment - The school maintains ongoing philosophical and financial support for NSP and SEOP classes, as well as telephone registration. The Provo Board of Education and the Provo School District have declared their support of the Comprehensive Counseling and Guidance Program as administered by Provo High School. Local businesses provide internship opportunities to more than half of Provo High School juniors and seniors. Local community service agencies provide information to sophomore students during their SEOP Community Service Seminar. Counselors also meet annually with all students and their parents in SEOP conferences.

Comprehensiveness - Next Step Planning is a systematic, developmental process available to all students. All ninth grade students begin their education/career planning in the required SEOP class. Students with special needs have resource-trained teacher aides available in specific class sections. A student entering Provo High School after ninth grade receives an overview of NSP and the counselor assisting his other registration aids in the student's selection of an Education Career Pathway. All students complete the SEOP class prior to graduation. Every student has his or her education/career pathway listed on an evaluation, which tracks progress through the class schedule and along the four year plan ultimately toward the graduation of that student.

Collaboration - The development, implementation and ongoing support of NSP is only possible with the concerted efforts of school, home, business, and community. The school provides initial developmental funds and continues to fund faculty and class space for the SEOP class and annual SEOP meetings. Parents, who oversee and approve the student's selection of an education/career pathway, also receive annual updates on opportunities and choices available to students. Businesses provide consultation and evaluation services as well as hundreds of placement opportunities for students. Community service agencies provide opportunities for students to volunteer with the diversified population of the city.

Coherence - With NSP, all students select a specific education/career pathway and enter a four year plan into the computer system. Twice each year, counselors hand deliver every student a credit evaluation notice which includes the student's education/career pathway. The student's education/career pathway is reviewed during every student contact including the required counselor approval for class schedule changes. Counselors also conduct classroom discussions regarding pathway requirements.

Coordination - The developmental and systematic nature of NSP requires coordination between school departments, post-secondary institutions and feeder schools. NSP ensures that students follow a sequential development of competencies as they successfully progress through their pathway. Teachers and the counseling staff have worked together to adjust or add courses to meet pathway requirements.

Competency - Next Step Planning requires that all students select an educational/career pathway. Every student's four year plan shows how the high school will work for him or her. The counseling staff helps students who need to make adjustments in their plan - whether that be because of changing interests or failing classes. Because NSP coordinates directly with the courses offered, success in those courses gives ongoing verification of competency in the student's education/career pathway.

Commercial Materials Utilized:

- Registrar's Assistant - Parlant Technology Corp.

Non-Commercial/Local Materials Utilized:

- Next Step Planning (NSP) Program
- business
- technical
- science
- arts
- social science
- alternative

Program Features - The Computer Pathway Program sends the pathway information to the phone registration system and the phone system guides class scheduling so that all students take a sequence leading to either university preparation or a marketable skill. The phone to computer pathway doesn't plan an exact sequence but it does recognize a chosen pathway and can help guide students. This allows total freedom to choose or change classes within the pathway.

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SPRINGDALE HIGH SCHOOL SPRINGDALE, ARKANSAS	Grade Level		
	Ten through Twelve		
	Rural	Urban	Suburban
	x	x	

OVERVIEW

Prior to the development of Career Action Planning (CAP), students chose classes based on which friends would be in the class, which lunch period was available or which teacher was perceived as "easy." The goal was graduation rather than preparation for life after high school. The CAP Program was developed to ensure that students would see the connection between school and work and would be prepared for that transition.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of the CAP program is to give students and parents the information they need to make appropriate career decisions. Students are expected to maintain a career portfolio in grades 8-12, select a career major by the end of the tenth grade, follow a planned program of study, and have a clear transition plan for entering post-secondary training/education or the working world upon graduation from high school. The program helps students, parents and teachers understand that the goal of schooling is not simply graduation but preparation for life.

Commitment - The school district has demonstrated commitment to the CAP program in many ways. Career Advisors are provided time for needed in-service training. A state-of-the-art Career Center with the latest technology and information was added. Parents are committed to the program as demonstrated by having ninety-five percent of all parents participating annually in the CAP conferences. The Parent Advisory Committee meets quarterly to discuss plans for CAP as well as other related issues. Springdale is currently working together with local businesses and industries to develop a program to enhance the experiences of youth employment.

Comprehensiveness - An important component of the program is the commitment to career planning for every student. Special preparation is made to accommodate non-English speaking students, resource students, as well as any other students who might need special consideration with the program of study. The staff has taken great care to put the information in a format which is easily understood by advisors, students and parents. Student competencies are identified for each grade level, and developmentally appropriate activities are set in place to help students achieve each competency.

Collaboration - A viable career planning program is built on collaboration...it cannot be a one man show. Over the past five years, CAP has become institutionalized in the Springdale school system and community. It is now the expectation that career planning is a partnership between the school, post-secondary education, home, business and community. Each partner has a very important role to play in the CAP process. The military, post-secondary institutions and the local human resource managers join forces to organize a career fair which takes place during CAP conferences. Parents and students together can meet with these representatives and discuss options for the future. Parents, students, and CAP advisors sign the career portfolio in acknowledgment of their agreement and commitment to student success.

Coherence - Students maintain a Career Portfolio which is kept by their career advisor. Each month the advisor meets with his/her students to give career information through locally prepared curriculum units and to review and update their portfolios. The culminating activity is the spring CAP conference where students review their progress in their chosen program of study and select classes for the next year which support that program of study. All students participate in the CAP program.

Coordination - The positions of Guidance Coordinator and Vocational Coordinator are combined into one position in Springdale Public Schools. Therefore, the coordination of career guidance, tech prep, youth apprenticeships and other school to work initiatives is by design an integral part of the counseling and vocational programs. This is the single most important factor in assuring the coordination of the career development program.

Competency - The guidance program is based on a competency-based model where skills needed by students to be successful in the workplace and life are identified and developed to be systematically taught. Documentation of participation in activities, results of pre and post-graduation questionnaires and student journals become a part of the CAP portfolio. Competency tests are given in all vocational programs of study. The results of these assessments are used to help students gauge their strengths and weaknesses as they relate to the chosen program of study. Results from the senior National Assessment of Educational Progress, ACT Surveys, as well as feedback evaluations from parents, teachers, and students are used to evaluate the CAP program and provide input needed to continuously improve it.

Commercial Materials Utilized:
- College View - Computer college exploration program
- CareerWare - Computerized career, occupational and educational exploration program
- Written Materials - Materials to help students prepare for college and/or the workplace

Non-Commercial/Local Materials Utilized:
- CAP Advisor Training Packet
- CAP Advisor Period Curriculum
- Senior Seminar Curriculum
- CAP Implementation Video
- Educators-in-Industry Materials
- District Guidance Plan
- CAP Publication
- "Every School Needs A Skill" - Video

Program Features - The CAP program was developed to ensure that students see the connection between school and work and be prepared for the transition. Springdale students receive intensive career guidance and counseling beginning in the eighth grade. In career orientation classes, students begin to build their career portfolio which includes scores on standardized tests, learning styles, career interests, as well as previous grades. The annual Career Action Plan (CAP) conference in grades 8-11 gives students and parents the opportunity to sit down with a trained teacher/advisor and review the career portfolio, determine a career major, select courses and set career goals. Monthly "Senior Seminars," which use a locally developed curriculum, put the high school seniors in touch with local employers and post-secondary opportunities.

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TAYLORSVILLE HIGH SCHOOL SALT LAKE CITY, UTAH	Grade Level		
	Ten through Twelve		
	Rural	Urban	Suburban
			x

OVERVIEW

The Taylorsville High School Career & Life Planning Program is a Guidance Program restructuring project that has been customized over the years. The school philosophy is symbolized by a semi-truck. A two-part truck is analogous to the two-part mission of schooling. The back of the truck, the "load," represents the education and knowledge that students gain in school. The cab of the truck, the "drive," represents the guidance end of the model. Just as the truck cannot deliver its load without the "drive" of the cab; the cab without the "load" is meaningless. So too, is the experience of schooling meaningless without the combination of knowledge and guidance.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The Comprehensive Guidance Program's vision is seen through the Student Educational and Occupational Planning (SEOP) program. Taylorsville High School believes that in each academic area and in each class, students should be committed to apply newly learned knowledge and skills to activities that will enhance both future work and leisure time.

Commitment - The school board and community have been very supportive of the program. The administrators have given time and space to experiment and to recreate the program. Taylorsville High School has installed the *Choices*, CareerWare program on the computers in the Career Center and in the open lab. The school has also purchased a number of books and handbooks, all designed to help students make informed career decisions. Employers phone the school with job information and often with a specific job in mind.

Comprehensiveness - Part of the title of the program, Comprehensive Guidance, illustrates the commitment Taylorsville High School has to the comprehensive nature of this program. The school is totally committed to the individual planning process. Every student meets with counselors twice a year to discuss their plans and concerns. This individual planning process is orderly and systematic. The strength of the nation is built on the diversity of its people. Taylorsville High School has a richly diverse student body that is celebrated through this Guidance Program. Through various workshops and curriculum, all students are involved. Taylorsville High School is a large comprehensive high school with many course offerings which adds to student's options for their careers.

Collaboration - The public schools are a reflection of the community around them. Taylorsville High School cannot meet the needs of students through the school experience alone. The school believes in the veracity of the statement, "It takes a whole community to raise a child." With this goal, parents are encouraged to become informed about the labor market and opportunities for additional schooling. Regular meetings are scheduled with parents in individual planning sessions which allow counselors to inform them of programs, opportunities and events.

Coherence - The strong, defining component of The Career and Life Planning program is the student's individual plan. The careers curriculum is designed to help the student gain everyday knowledge regarding their career choice, which in turn helps them make concrete plans for future transitions. The school maintains assessment test scores and career goals in the counseling center and sends a folder of information home with the students, following each student's career conference. By using a variety of sources and teaching opportunities, a profile is created organizing the student's interests, abilities and desires.

Coordination - The Taylorsville program is designed to be developmental and interdisciplinary. In the tenth grade as an example, students explore and set goals, and choose a career cluster area. This process helps students begin the career planning process. During the junior year, students make some preliminary decisions. Decisions about college, jobs and apprenticeships become a goal during the junior year. Seniors make firm decisions about what Taylorsville High School calls their next step - a transition to work, or future education.

Competency - Imbedded in this program are the National Career Guidance and Counseling guidelines published by the National Occupational Information Coordinating Committee. Counselors and staff review these guidelines with students through career workshops and classroom presentations which are a part of The Careers Curriculum.

Commercial Materials Utilized:
~ Self-Directed Search (SDS) - Psychological Assessment Resources, Inc.
~ ASVAB Testing and Interpretation (Department of Defense)
~ Career & Job Search Guide - Salt Lake Community College
~ Life Career Planning - Salt Lake Community College
~ Choices by Careerware- Computerized career planning system
~ BICEP - Business Industry Community Education Program

Non-Commercial/Local Materials Utilized:
~ Student Educational and Occupational Planning (SEOP)
~ Career Fair and Military Career Day
~ Get a Future and an Edge - Utah State Office of Education

Program Features - In virtually all career areas, Taylorsville High School provides mandatory semester-end or year-end competency testing. Students who pass with a prescribed level of proficiency will receive a skills certificate. Students have been extremely positive about this testing, and place their skills certificates proudly in their career portfolios. They have even used the certificates successfully in job interviews and in job placement.

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VOLUSIA/FLAGLER CONSORTIUM DAYTONA BEACH, FLORIDA	Grade Level		
	K though Twelve		
	Rural	Urban	Suburban
	x	x	

OVERVIEW

The Career Connection Planning System is a comprehensive developmental career guidance and counseling system that is recognized by both the Florida Department's of Education and Labor and by the United States Department of Education. The system blends a variety of initiatives into one coordinated system. The Career Connection Planning System is in its third year of existence. It was built upon successful components that were implemented over the past five years.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of the Career Connection is to help young people move smoothly from school to work by making connections between their education and their future. The Career Connection incorporates three components: school-based learning, work-based learning, and connecting activities into a career cluster approach. This prepares students for work and education beyond high school. All students graduate with the knowledge, skills and values necessary to be successful contributors in our democratic society.

Commitment - The overwhelming support for career planning is evident in the special attention given to extra staffing and planning time for educators. A Career Planning course, the Senior Project course and integrated lessons are a few examples of this strong commitment. The Career Connection team at the district and school levels are responsible for implementing career planning activities and are dedicated to the initiative through a shared vision. Active business, school, and community partners show responsiveness to program needs through daily involvement. Parents are also involved in all facets of career planning.

Comprehensiveness - All students take a course in which a variety of career assessments are utilized. Next, students select a career cluster and base their remaining course studies around this cluster choice. Plans are underway in several schools to reorganize all curricula around career clusters. To date, the curriculum guides for individual schools were re-organized around career clusters, and teacher teams concentrating on broad-based career exploration were assigned to grades nine and ten.

Collaboration - The Consortium Steering Committee, comprised of business and industry representatives, explores work-based options for students and investigates the viability, experience and liabilities involved in youth apprenticeships. The volunteer programs of the two county school systems are actively developing partnerships between school, family, business and community. The committee is also developing programs and recruiting business volunteers. The consortium is in the process of developing linkages with employers and the community via the world wide web.

Coherence - Each student develops and maintains a four year career plan which is used annually for course registration. The plans are also reviewed annually to ensure relevancy to a career cluster choice. Student career plans are discussed in academic classes on a regular basis to monitor student development and ensure continued career interest.

Coordination - The Career Connection Planning System is sequential and integrates the developmental guidance competencies adopted by the district. Career planning activities are integrated throughout the entire curriculum to ensure consistency of delivery. Guidance counselors, occupational specialists, career connection facilitators and career teachers are identified as the leaders in facilitating career planning activities at the school level.

Competency - A student's career portfolio contains goals relating to their cluster, path and specific program with course outcomes identified. The Career Connection Planning System provides a system for evaluating career plans and student competency attainment through annual updates and individual transition planning for exceptional students. The Career Connection Steering Committee Evaluation Sub-Committee (comprised of business and industry representatives) leads program evaluations to ensure continuous quality improvement.

Commercial Materials Utilized:

~ The Career Game Explorer Edition - Rick Trow Productions, Inc.
~ Chronicle Career Quest - Chronicle Guidance Publications, Inc.
~ Inventory of Career Exploration, Spanish - JIST Works, Inc.
~ Career Choices - Mindy Bingham and Sandy Stryker
~ CHOICES - Florida Department of Education

Non-Commercial/Local Materials Utilized:

~ Pathways To Your Future - Florida Department of Education
~ Florida View Interest Survey - Florida Department of Education
~ Best Practices for Career Development - Florida Department of Education
~ Career Connection Coach
~ Your Guide to Career Clusters
~ $uccess at Work - $AW
~ Career Cluster Student Programs of Study
~ Career Job Shadowing Packet

Program Features - Because of the implementation of this comprehensive career guidance program, attendance rates have increased and drop-out rates have decreased, all while Applied Technology enrollments and completions have increased. Both parents and teachers report an increase in student enthusiasm for course work because students now see the relevancy of their education to their future.

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WINTERSET COMMUNITY JUNIOR/SENIOR HIGH SCHOOL WINTERSET, IOWA	Grade Level		
	Seven through Twelve		
	Rural	Urban	Suburban
	x	x	

OVERVIEW

Career planning is integrated into four strands of the Winterset School District comprehensive guidance program. The four strands are: 1) guidance curriculum; 2) individual planning; 3) responsive services; and 4) system support. Career development is a part of all instructional programs. The Winterset Community Junior/Senior High School career planning program provides students and families with technical and emotional support, caring listeners, and a shared sense of reality.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of the Winterset career planning program is to prepare all students to enter and succeed in the changing workplace. For this smooth transition to take place, Winterset students are required to have strong academic and employability skills.

Commitment - Winterset Community Schools have a rich tradition of community support for the education of the children. This steadfast support has allowed the school to build a solid foundation for the career development of community youth. The sound commitment by the public is evident through the career planning program. The school board illustrates their pledge to career planning with time and financial resources. Counselors work with students in order to keep their goals focused on academics and occupations. Parents participate in individual career planning conferences on a regular basis and serve on community advisory groups.

Comprehensiveness - The scope of career guidance that is integrated throughout the instructional program is seen through: *Learning to Live, Learning to Learn, and Learning to Make A Living.* Students make plans while keeping options open. The comprehensive program includes a clear vision, training for those providing career planning to the students, defined skills for students and incentives for program development. Career exploration also requires substantial resources for student use.

Collaboration - The guidance staff is the hub of the communications network with all groups. The constantly developing collaboration is a high priority with parents, community, business, labor, post high school institutions, and industry at the local, regional and state levels. The result is a durable and integrated educational and career planning experience for all Winterset students.

Coherence - A nationally recognized career portfolio is utilized by 100% of the students. Students collect information in order to make personal, educational and career decisions that will affect their future lives.

Coordination - The responsibility to coordinate and organize career development and career guidance is facilitated by the guidance counselors. They ensure a developmental, sequential, comprehensive and interdisciplinary approach for students to achieve their goals. Winterset counselors

participate in regional and state level groups on issues related to comprehensive guidance programming. The variety of activities counselors participate in enables career planning to be on the cutting edge in Winterset.

Competency - The NOICC (National Occupational Information Coordinating Committee) is the foundation for the district's comprehensive, developmental and sequentially planned program. Standardized and authentic assessments are an essential component of career guidance and are documented in the students' portfolio.

Commercial Materials Utilized:

- Activities for the Occupational Outlook Handbook, Barbara L. Mellor
- Careers Research Monographs by The Institute for Research, Chicago, Illinois
- Choices by Careerware - Computerized Career Planning System
- Exploring Career Pathways, A Guide for Students and Their Families
- Get A Life - Personal Career Planning Portfolio (NOICC)
- Guide for Occupational Exploration (GOE), GPO
- JOB-O Enhanced, CFKR Career Materials, Inc.
- Personal Profile booklet - Careerware.
- Voc-Tech Scanner - CFKR Career Materials, Inc.

Non-Commercial/Local Materials Utilized:

- Career & Education Guidebook
- SCANS Skills Worksheet
- Action Plan to Increase Success in School
- Careers Comparison Chart
- List of Computer Career Exploration Printouts
- Getting Ready for the Real World!
- Why Do People Work? and Selecting a Career - Interviews of adults by students

Program Features - In the district's Career Development Program, students are reminded that career planning is organized and sequential, involving continual exploration and review, and is an important key to their future lifestyle. Career planning is based on a strong education with goal setting as a crucial element. Students are strongly encouraged to always keep their options open!

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KEY CONTACT PERSON LIST - 1997 APPLICANTS

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FLORIDA	Burns Middle School 600 Brooker Road Brandon, FL 33511	Susan Johnson 904-744-8383	6-8
FLORIDA	Martin Co. High School 2801 South Kanner Highway Stuart, FL 34994	Lynn Jordon Blanch White 561-287-0710	9-12
FLORIDA	Volusia/Flagler Schools 729 Loomis Avenue Daytona Beach, FL 32114	Lisa Guess 914-255-6475	K-12
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